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ISSUES OF DEVELOPING STUDENTS' SPEECH CULTURE THROUGH THE USE OF FIGURATIVE LANGUAGE DEVICES

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Abstract. The purpose of the present article is to examine, from a pedagogical perspective, the essence of figurative language devices, their place within the linguistic system, and their functional characteristics, as well as to provide a scientific substantiation of their role in the formation of speech culture on the basis of classical and contemporary linguistic theories. As a result of the conducted research, the scientific and linguistic foundations of working with figurative language devices in the teaching of the Azerbaijani language in secondary schools have been identified, and it has been established that methodology plays a significant role in the development of students' speech culture.

One of the principal methods for fostering the development of oral speech in the teaching of the Azerbaijani language in secondary schools is the communicative method. The communicative method implies the practical mastery of language, which, in turn, involves the acquisition of oral speech, reading, and writing skills. Oral speech is taught through the development of speaking and listening comprehension skills. In general, communication occurs between two parties – the speaker and the listener. Effective communication presupposes mutual understanding, that is, the comprehension of transmitted information. In this process, such factors as the participants' age, social affiliation, level of knowledge, subject matter, and communicative purpose play a significant role. Didactic games and dialogues are of considerable importance in fostering effective listening comprehension skills.

The development of science and technology makes it possible to maximize the individualization of Azerbaijani language instruction while simultaneously ensuring collaborative classroom engagement. The proper construction of the methodological system from didactic and psychological perspectives guarantees its practical significance for the future development of students' speech abilities.

The use of figurative language devices in Azerbaijani language lessons plays an important role in the formation of speech culture. The teaching of lexical, phraseological, and syntactic devices enriches students' vocabulary, enhances their ability to express ideas, and increases their emotional expressiveness. Metaphors, metonymy, epithets, and similes impart a creative and individual character to students' speech, while phraseological units enrich it with national and cultural nuances. Syntactic devices strengthen the rhythm, intonation, and communicative impact of speech.

Key words: Azerbaijani language, oral speech, language devices, communication.

Introduction. Language functions not merely as a means of communication, but also as one of the fundamental pillars of national identity, historical memory, and the ideology of statehood. Within the educational system, the presentation of the mother tongue as the principal medium of communication and instruction serves the formation of both the linguistic competence and the national consciousness of the younger generation. In the contemporary period, the development of students' speech culture in the teaching of the Azerbaijani language constitutes one of the priority directions of language education. The correctness, richness, clarity, and expressiveness of speech are directly connected with the purposeful and systematic mastery of figurative language devices. Figurative language devices, while representing significant linguistic units that reflect the aesthetic and expressive potential of language, also play a special role in the development of students' thinking, their emotional and intellectual growth, and their communicative competence.

The objectives of teaching the Azerbaijani language exert a direct influence upon the content and character of instruction. In the lower grades, the problem of instructional content may be resolved using speech models, which may function as potential means of communication. Through the implementation of active learning processes and on the basis of the principle of anticipatory instruction, students are instilled from an early age with independent cognitive activity. They learn to think, develop a desire to acquire knowledge, and form the ability to express their own ideas.

The Linguistic Essence of the Concept of Figurative Language

Language is not solely a means of transmitting information; it is simultaneously a form of expressing human thought, emotional attitude, and aesthetic perception. From this perspective, the concept of figurative language is characterized as a complex linguistic phenomenon that incorporates the semantic, functional, and pragmatic capacities of language. In linguistics, figurativeness is primarily understood as the expression of thought through indirect, figurative, and emotionally expressive means. Figurative language constitutes an important qualitative indicator that enhances the impact of speech, rendering it more vivid, memorable, and communicatively effective.

Although the concept of imagery in Azerbaijani linguistics has been studied predominantly within the context of artistic thinking and literary language, in contemporary pedagogical linguistics the role of this concept in the teaching process has acquired particular relevance. A. Akhundov characterizes imagery as “a generalized reflection of reality in human consciousness, enriched with emotional and aesthetic nuances,” emphasizing that it is realized through language. This approach confirms that figurative language possesses not only an aesthetic but also a cognitive essence. T. Hajiyeu, in turn, associates figurativeness with the expressive capacities of language and notes that figurative language devices constitute one of the principal indicators demonstrating the richness and developmental level of the national language.

In the works of such scholars conception of “language and thought” provides an important theoretical foundation for revealing the linguistic essence of figurative language. According to Rajabli, a word expresses not only a concept but also an image, and this image is manifested in the internal form of the word. This idea is of considerable significance for explaining the cognitive foundations of figurative language and resonates with contemporary methodological approaches (Rəcəbli, 2002).

In contemporary English linguistics, particularly within the framework of cognitive linguistics, the concept of figurative language is interpreted from a new perspective. According to the theory of metaphorical thought advanced by George Lakoff and Mark Johnson, figurative language is not merely a characteristic of literary discourse, but one of the fundamental mechanisms of everyday thought and communication. In their view, human beings perceive the world through metaphors, and these metaphors are expressed through language. This approach demonstrates that, from a methodological standpoint, restricting the teaching of figurative language exclusively to literary texts cannot be considered adequate (Lakoff, Johnson, 2003).

From a linguistic perspective, figurative language emerges as a result of the semantic transformation of linguistic units. The transition of a word from its direct meaning to a figurative one, its contextual renewal, and the acquisition of emotional and evaluative connotations constitute some of the principal mechanisms of figurativeness. In this process, lexical, phraseological, and syntactic units perform a particularly significant function. Such figurative devices as metaphor, metonymy, simile, epithet, and hyperbole expand the nominative function of language, endowing it with expressiveness and aesthetic value.

From the standpoint of pedagogical linguistics, the essence of the concept of figurative language is directly connected with its instructional potential. As figurative language devices become increasingly activated in students' speech activity, their vocabulary is enriched, their expressive abilities are developed, and the communicative qualities of speech are formed. In this respect, figurative language functions not only as a linguistic category, but also as a methodological one. The scientifically

grounded presentation of the concept of figurative language in Azerbaijani language lessons plays an important role in the formation of students' speech culture.

From a methodological perspective, the explanation of the concept of figurative language must be carried out with due consideration of students' age characteristics, language proficiency, and communicative objectives. Limiting instruction merely to the terminological definition of figurative language does not produce the expected results within the teaching process. On the contrary, it is essential to reveal the functional essence of figurativeness and to ensure that students comprehend the effect it produces in speech. This, in turn, requires the unity of linguistic theory and methodological application.

Thus, the concept of figurative language represents a multidimensional linguistic phenomenon that integrates the semantic, cognitive, and communicative capacities of language. The study of its essence on a scientific basis and its interpretation within a pedagogical context enhance the methodological effectiveness of work carried out on figurative language devices in Azerbaijani language lessons and create the foundation for the formation of students' speech culture.

Classification and Linguistic Characteristics of Figurative Language Devices (Lexical, Phraseological, and Syntactic Aspects)

Figurative language devices constitute one of the principal linguistic units through which the expressive and aesthetic capacities of language are realized. These devices not only increase the impact of speech, but also create conditions for the fuller, more memorable, and emotionally nuanced expression of thought. From the perspective of the methodology of teaching the Azerbaijani language, the scientifically grounded classification of figurative language devices ensures their purposeful and systematic mastery within the instructional process. It is precisely for this reason that the study of the linguistic characteristics of figurative language devices across lexical, phraseological, and syntactic aspects acquires particular pedagogical relevance.

Although the classification of figurative language devices in linguistics is carried out according to various criteria, from a pedagogical and methodological perspective, their grouping according to lexical, phraseological, and syntactic aspects is considered more appropriate. This approach enables students to comprehend linguistic units from both structural and functional perspectives.

Lexical figurative language devices arise because of semantic transfer and expansion within the semantic structure of a word. In this process, a word moves away from its direct nominative meaning and acquires figurative, emotional, and evaluative connotations. As A. Akhundov notes, "the figurative meaning of a word is one of the principal factors expanding the expressive capacities of language" (Akhundov A., 1988, p. 112).

Within the Azerbaijani language, the principal forms of lexical figurativeness comprise metaphor, metonymy, synecdoche, simile, epithet, hyperbole, and litotes. Among these devices, metaphor occupies a particularly significant position both in functional terms and with regard to its productivity. Viktor Vinogradov characterizes metaphor as "the leading mechanism of the semantic development of language," emphasizing that it represents not merely a phenomenon of literary discourse, but an integral element of the general linguistic system (Vinogradov, 1972).

In contemporary cognitive linguistics, metaphor is interpreted as a structural component of human cognition. George Lakoff and Mark Johnson argue that individuals conceptualize abstract notions through metaphorical models and that these models are actively realized in everyday speech practice (Lakoff, Johnson, 2003). This approach substantiates the methodological necessity of teaching metaphor in Azerbaijani language classes not solely within the framework of literary texts, but also on the basis of communicative speech patterns and everyday linguistic practice.

Metonymy and synecdoche likewise constitute significant forms of lexical figurativeness. According to Alexander Potebnya, semantic transfer in these devices occurs on the basis of associative relationships and gives rise to figurative generalization within human consciousness (Potebnya,

1989). The purposeful application of such devices in students' speech contributes to the conciseness of expression and strengthens its logical density, both of which represent essential indicators of a developed speech culture.

Epithets and similes, by contrast, are characterized by their descriptive and evaluative nature, foregrounding the emotional dimensions of imagery. T. Hajiyev emphasizes that these devices reflect the aesthetic capacities of the national language and play a substantial role in the formation of students' literary and aesthetic perception (Hajiyev, 2001).

Phraseological units constitute the most stable stratum of figurative language and represent a layer particularly rich in national and cultural content. These units' function in fixed form, possess semantic integrity, and are distinguished by a high degree of expressiveness. Gibbs defines phraseological units as the "emotional and expressive reserve fund of language," emphasizing their capacity to enhance the communicative force and expressive potential of speech (Gibbs, 1994).

Phraseological units form the most stable and nationally marked layer of figurative language, enriched with distinctive cultural nuances. Their principal linguistic characteristic lies in the fact that their constituent elements lose their independent lexical meanings and acquire a generalized figurative meaning within the phraseological whole. This semantic indivisibility determines both their linguistic specificity and their pedagogical significance.

In the Azerbaijani language, phraseological figurativeness reflects the people's worldview, everyday life, and historical experience. In this respect, phraseological units function not only as linguistic phenomena, but also as carriers of cultural memory. Expressions such as "to keep one's eyes fixed on the road in expectation," "to feel a foreboding in one's heart," and "to rush about in agitation" create complete figurative images and significantly intensify the emotional and expressive impact of speech.

From a methodological perspective, the teaching of phraseological units requires a differentiated and specialized approach. Any disruption of their semantic unity diminishes their figurative force and weakens their communicative effect. For this reason, phraseological figurativeness should be taught within contextualized discourse and on the basis of situational tasks rather than through isolated memorization. Such an approach contributes positively to the development of students' linguistic intuition and ensures the naturalness and expressiveness of their speech production.

In the Azerbaijani language, the figurativeness of phraseological units is explained by the fact that their components move beyond independent lexical meanings and acquire a generalized figurative sense. For example, expressions such as "one's heart coming to one's mouth" and "one's eyes not trusting the water" create vivid figurative representations of specific situations and generate a strong emotional effect within speech. F. Veysalli associates this characteristic of phraseological units with their pragmatic function, emphasizing their role in shaping the expressive and communicative dimensions of discourse (Veysalli, 2010).

From a methodological standpoint, the instruction of phraseological figurative language devices necessitates particular attention and a differentiated pedagogical approach. Priority should not be assigned to the mechanical memorization of these units; rather, it is essential that students acquire a comprehensive understanding of their etymological origin, semantic integrity, and communicative-pragmatic function. The assimilation of phraseological figurativeness yields more effective results when realized through contextualized and situational tasks, as such an approach enables students to perceive phraseological units not as isolated lexical formations, but as functionally active components of authentic discourse.

Syntactic figurative language devices constitute those linguistic means through which expressiveness is achieved within the structural organization of speech. This category encompasses such syntactic forms as inversion, rhetorical questions, exclamatory sentences, parallel constructions, repetition, and ellipsis. Gibbs characterizes syntactic figurativeness as the expressive organization of the intonational and semantic structure of speech, emphasizing its role in the enhancement of communicative impact and stylistic effect (Gibbs, 1994).

The fundamental characteristic of syntactic figurativeness resides in its contextual and functional nature. An identical grammatical construction may produce distinct emotional and expressive effects depending upon the communicative situation in which it is employed. In this respect, syntactic figurative devices perform a significant function in the development of students' stylistic competence and in the formation of their ability to make linguistically appropriate choices in accordance with communicative intention.

The work carried out on syntactic figurativeness within Azerbaijani language instruction contributes substantially to the development of students' abilities in text construction, the logical emphasis of thought, and emotional expression. Rhetorical questions and exclamatory sentences increase the persuasive force and expressive intensity of oral speech, whereas parallel constructions and repetitions ensure the rhythmic coherence and semantic integrity of the text.

Consequently, the classification of figurative language devices according to lexical, phraseological, and syntactic aspects makes it possible to reveal, in a systematic manner, both their linguistic essence and their functional potential. Such a classification, grounded in both classical and contemporary linguistic scholarship, strengthens the scientific and methodological foundations of work conducted on figurative language within Azerbaijani language instruction and purposefully contributes to the formation of students' speech culture.

The principal linguistic characteristic of syntactic figurative devices lies in the fact that they are determined less by structural form than by functional significance. The same grammatical construction may generate different figurative effects in different contextual environments. From this perspective, syntactic figurativeness is inseparably connected with the communicative purposes of speech and with the pragmatic intention of the speaker.

Within Azerbaijani language lessons, the study of syntactic figurativeness serves the development of students' text-building abilities and the formation of their stylistic choices. Rhetorical questions and exclamatory sentences contribute to the strengthening of emotional emphasis in students' speech, while inversion and parallel constructions create conditions for increasing the dynamism and expressive force of utterance.

Thus, the classification of figurative language devices according to lexical, phraseological, and syntactic dimensions provides an opportunity for a deeper understanding of their linguistic essence and functional significance. This classification ensures the systematic organization of work on figurative language in Azerbaijani language lessons, contributes to the formation of students' speech culture, and promotes the development of their communicative competence. The purposeful application of each group of figurative language devices within the instructional process creates favorable conditions for the enhancement of pedagogical effectiveness.

Figurative language devices constitute one of the principal linguistic mechanisms through which the expressive and stylistic potential of language is realized. These devices reflect not only the semantic content of thought, but also the speaker's attitude, emotional state, and evaluative position. Although the classification of figurative language devices in linguistics is carried out on the basis of various approaches, from the perspective of the methodology of teaching the Azerbaijani language, their grouping according to lexical, phraseological, and syntactic aspects is regarded as more functional and didactically effective (Akhundov, 1988; Hajiyeu, 2001).

Cognitive and Psycholinguistic Foundations of Figurative Language Devices

The comprehension of the essence of figurative language devices cannot be confined solely to structural-semantic analysis; rather, it is equally necessary to examine them in their interrelation with human cognition and psychological activity. From this perspective, the cognitive and psycholinguistic foundations of figurative language acquire particular significance within the methodology of teaching the Azerbaijani language. Students' perception, assimilation, and active use of figurative expressions in their own speech are directly connected with the level of development of their cog-

nitive processes, and the scientifically grounded organization of this process substantially increases the effectiveness of instruction.

Within cognitive linguistics, figurative language is understood as the linguistic expression of the mechanisms through which human beings perceive and conceptualize the world (Lakoff & Johnson, 1980). According to this approach, individuals comprehend abstract notions through more concrete, familiar, and everyday experiences. Conceptual metaphor theory demonstrates that images created through language perform not only an artistic and aesthetic function, but also a cognitive one. For example, expressions such as “time flows” and “an idea is born” create specific figurative models in human consciousness, and these models facilitate students’ acquisition of abstract concepts.

According to George Lakoff and Mark Johnson (1980), metaphor is not merely a decorative device of speech, but also one of the fundamental mechanisms underlying the structuring of human thought. This approach demonstrates that figurative language devices function as active instruments in students’ acquisition of new knowledge, establishing connections between prior knowledge and new information and creating conditions for the strengthening of cognitive integration. This aspect possesses particular importance in the teaching of the Azerbaijani language, since, as students come to understand figurative expressions, they simultaneously develop both their linguistic competence and their logical-cognitive abilities.

Figurative devices such as metaphor and metonymy not only contribute to the formation of students’ abstract-logical thinking but also develop their capacity for logical analysis based on everyday life experience (Kövecses, 2005). For example, expressions such as “heartache” or “a wise choice” combine both concrete and abstract experiences, thereby raising the student’s level of conceptual understanding. This confirms the pedagogical function of figurative language devices, namely, their capacity to stimulate students’ thinking processes and to provide opportunities for a deeper comprehension of new knowledge.

From a psycholinguistic perspective, figurative language devices perform a special role in the processes of speech perception and production. Psycholinguistics demonstrates that figurative expressions function not only as means of transmitting information, but also as stimuli that evoke emotional responses and leave a more enduring trace in memory (Zeynalov, 2012). According to theory concerning the relationship between language and thought, the internal form of the word creates an image within human consciousness, and this image performs a central role in the formation of concepts. This approach is particularly significant for explaining the psychological mechanism of figurative language, since through figurative expressions students assimilate both semantic meaning and emotional content simultaneously.

Taking into consideration the psychological characteristics peculiar to children and adolescents, the application of figurative language devices within the instructional process acquires particular pedagogical relevance. Psychological research demonstrates that, among school-age children, concrete-imagistic thinking occupies a more dominant position than abstract-logical reasoning (Gibbs, 1994). For this reason, figurative language devices perform the function of an essential cognitive bridge in the assimilation of new knowledge. Information presented through figurative expression is perceived by students with greater ease and is more readily incorporated into their active speech practice.

From a psycholinguistic perspective, one of the most significant characteristics of figurative language resides in its emotional impact. Figurative expressions establish an evaluative attitude within speech, reflecting both the speaker’s position and emotional state. This, in turn, strengthens mutual understanding within the communicative process (Kövecses, 2010). Work carried out on figurative language devices in Azerbaijani language lessons exerts a positive influence upon students’ emotional and intellectual development, as well as upon the formation of empathy and communicative competence. Through the analysis of figurative expressions, students not only expand their linguistic knowledge, but also develop their emotional sensitivity and intellectual capacities.

From a methodological standpoint, due consideration of the cognitive and psycholinguistic foundations of figurative language determines the appropriate selection of instructional strategies. The principal objective should not consist in the mechanical memorization of figurative expressions, but rather in ensuring that students comprehend the reasons for their formation, the semantic relationships they embody, and the emotional effect they produce. This necessitates the application of such methods as problem-based learning, comparative analysis, contextual tasks, and discussion. Such methods increase both the cognitive and emotional involvement of students and render the process of mastering figurative expressions deeper and more effective (Mark Johnson, 1992).

Furthermore, the application of figurative language devices in instruction contributes to the reduction of cognitive load. When students comprehend complex abstract notions through concrete and familiar images, their cognitive resources are utilized more efficiently. This increases the productivity of instruction and enhances students' motivation (Gibbs, 1994). For example, the metaphor "the sea of knowledge" replaces complex information with an image that is more readily assimilated both visually and semantically, thereby elevating students' level of understanding and ensuring their active participation in the learning process.

Consequently, the cognitive and psycholinguistic foundations of figurative language devices substantiate the scientific and pedagogical necessity of their use within the instructional process. These devices activate students' thinking, stimulate speech activity, and create a solid psychological foundation for the formation of speech culture. Work carried out on figurative language devices in Azerbaijani language lessons must therefore be grounded in cognitive and psycholinguistic regularities, since such an approach ensures both the theoretical validity and the practical effectiveness of instruction.

Thus, the application of cognitive and psycholinguistic principles in the teaching of figurative language devices, together with due consideration of their influence upon students' cognitive and emotional development, significantly enhances the effectiveness of instructional strategies and renders the process of language acquisition more productive. Research conducted in this direction demonstrates that the purposeful use of figurative language devices in classroom practice contributes to the development of students' speech skills, logical and abstract thinking, and ultimately improves the overall quality of the educational process.

The Role of Figurative Language Devices in the Formation of Speech Culture

The formation of speech culture constitutes one of the principal objectives of teaching the Azerbaijani language. Speech culture is not confined solely to grammatical correctness and lexical richness; it also encompasses such qualities as expressiveness, purposiveness, emotional impact, and stylistic adequacy of speech. Figurative language devices perform an important pedagogical and linguistic function in the development of these qualities. Figurative language transforms speech from a mere instrument of information transmission into a vivid, expressive, and communicatively effective means of interaction.

In linguistics, the concept of speech culture is interpreted as the normative, expedient, and aesthetically appropriate use of linguistic units. A. Akhundov characterizes speech culture as "a system of skills ensuring the optimal use of language within the process of communication," emphasizing that expressiveness occupies a particularly significant place within this system. It is precisely this expressiveness that is ensured through figurative language devices. The activation of figurative devices in students' speech enables them to express their thoughts with greater precision, completeness, and communicative impact.

The influence of figurative language devices upon speech culture manifests itself, first and foremost, at the lexical level. Metaphors, epithets, similes, and other lexical figurative devices enrich students' vocabulary not only quantitatively, but also qualitatively. As T. Hajiyeu notes, figurative words and expressions constitute the "emotional memory" of language, and it is this memory that ensures the vitality and vividness of speech. As students increasingly employ figurative lexical units, their

speech moves away from stereotypical expressions and acquires an individual and creative character, which constitutes one of the most significant indicators of speech culture.

Phraseological figurative language devices create broader communicative possibilities in the formation of speech culture. Phraseological units endow students' speech with naturalness, national coloring, and emotional depth. According to Lakoff, phraseology performs the function of the "emotional skeleton" of speech. The purposeful teaching of phraseological figurativeness in Azerbaijani language lessons creates the conditions for students to establish communication in both spoken and written discourse that is normatively appropriate and, at the same time, expressive. This, in turn, contributes to the formation of the social and communicative aspect of speech culture (Lakoff, 2003).

Syntactic figurative language devices, in turn, play an important role in the development of the structural and stylistic dimensions of speech culture. Rhetorical questions, exclamatory sentences, inversion, and parallel constructions intensify emotional emphasis in students' speech and create the conditions for the logical and intonationally appropriate organization of thought. As Lakoff's emphasizes, syntactic expressiveness constitutes one of the principal means not only of enhancing the aesthetic quality of speech, but also of increasing its communicative impact. When students employ these devices appropriately and purposefully, their speech achieves balance from both logical and emotional perspectives.

From a psycholinguistic perspective, figurative language devices facilitate speech perception and leave a more enduring trace in memory. Since figurative expressions evoke an emotional response, they are assimilated more rapidly by both listeners and readers. This characteristic is of particular significance within the instructional process. Students retain figurative speech patterns more quickly in memory, imitate them, and attempt to apply them in their own speech practice. Thus, figurative language devices perform a psychologically stimulating function in the formation of speech culture.

From a methodological standpoint, the role of figurative language devices in the formation of speech culture depends upon the manner in which they are integrated into the instructional process. The principal objective should consist not merely in their theoretical explanation, but in their practical application within speech activity. Contextual tasks, observations based on textual analysis, creative writing assignments, and oral speech exercises create the necessary conditions for the functional assimilation of figurative language. In this process, students come to understand the effect produced by figurative expressions in speech and learn to select them appropriately in accordance with communicative purposes.

In accordance with contemporary pedagogical approaches, the formation of speech culture is grounded in the communicative-competence model. Within the framework of this model, figurative language devices constitute an essential component of communicative competence. The theory of metaphorical thought advanced by George Lakoff and Mark Johnson further substantiates the proposition that figurativeness represents a natural and inevitable phenomenon of human communication. From this perspective, the systematic organization of the use of figurative language devices in Azerbaijani language instruction creates the necessary conditions for students to construct effective speech in authentic communicative situations.

Accordingly, figurative language devices contribute to the development of such fundamental qualities of speech culture as lexical richness, emotional expressiveness, stylistic appropriateness, and communicative effectiveness. Purposeful and scientifically substantiated work on these devices in Azerbaijani language lessons ensures the formation of students' speech from both normative and aesthetic perspectives and creates favorable conditions for their development as individuals possessing a high level of speech culture.

The Linguistic Substantiation of Work on Figurative Language in Azerbaijani Language Lessons

The effective organization of work on figurative language devices in Azerbaijani language lessons necessitates its foundation upon solid linguistic principles. Whenever the methods and means employed

within the instructional process fail to correspond to the objective regularities of language and to its semantic and functional characteristics, the anticipated pedagogical outcome remains unattainable. From this standpoint, work on figurative language is to be regarded not merely as a methodological technique, but rather as a systematic activity grounded in the achievements of linguistic science.

From a linguistic perspective, work on figurative language is constructed on the basis of the unity of the semantic, functional, and pragmatic levels of language. The teaching of the structural characteristics of linguistic units alone proves insufficient for revealing the essence of figurativeness. As A. Akhundov emphasizes, the actual value of linguistic units is determined by the functions they perform within speech. This proposition necessitates the recognition of the functional-semantic approach as the principal methodological principle in the teaching of figurative language devices.

Conclusion. One of the most significant aspects of the linguistic substantiation of work on figurative language in Azerbaijani language lessons consists in the scientifically accurate presentation to students of the relationship between the direct and figurative meanings of words. Lexical figurativeness emerges as a result of the semantic development of language, and this process is conditioned by the internal resources of the language system itself. Once students come to recognize that the figurative meaning of a word constitutes not an arbitrary artistic embellishment, but rather an objective linguistic mechanism inherent in the semantic structure of language itself, their perception of figurative expressions undergoes a substantial transformation, resulting in the conscious and purposeful employment of such devices in their own speech practice.

The linguistic substantiation of work on phraseological figurative language likewise possesses particular significance. Phraseological units are characterized by stable semantic structures within the language system, and their meaning cannot be explained as the mere sum of the meanings of their individual components. Failure to take this fact into account results in the incorrect perception of phraseological units and in their inadequate use in speech. The studies of F. Veysalli demonstrate that, for the successful assimilation of phraseological units, primary consideration is to be given to their semantic integrity and pragmatic function. From a methodological perspective, this necessitates the teaching of phraseological figurativeness on the basis of an explanatory-conceptual approach.

The linguistic substantiation of work on syntactic figurative language, in turn, is grounded in the structural-semantic organization of speech. Syntactic devices determine not only the grammatical structure of the sentence, but also its intonational and emotional coloring. Lakoff's observations concerning syntactic expressiveness demonstrate that modifications in sentence structure significantly increase the communicative force of speech. In Azerbaijani language lessons, the teaching of such syntactic figurative devices as inversion, rhetorical questions, and exclamatory sentences is carried out with due consideration of these linguistic regularities.

Another significant aspect of the linguistic substantiation of work on figurative language is the principle of normativity and communicative appropriateness. In the formation of speech culture, the decisive factor lies not merely in the abundance of figurative devices employed, but in their selection in accordance with the communicative situation, stylistic context, and pragmatic intention. As T. Hajiyeu observes, once expressiveness exceeds the boundaries of linguistic norm, it no longer contributes to the elevation of the cultural level of speech; on the contrary, it weakens it. From this perspective, the adoption of normative-semantic criteria as the principal foundation for the teaching of figurative language constitutes a linguistic necessity.

Linguistic substantiation likewise encompasses issues related to age characteristics and levels of language proficiency. The presentation of figurative language devices without due consideration of the stages of linguistic development characteristic of schoolchildren may impede their accurate assimilation. For this reason, work on figurative language must be organized in accordance with the principle of gradual progression, whereby simpler and more transparent figurative models are introduced at the initial stages, while more complex figurative structures are presented at subsequent

stages of instruction. Such an approach is fully consistent with the objective regularities governing language development.

The linguistic substantiation of work on figurative language in Azerbaijani language lessons is closely connected with the semantic development of language, its functional capacities, and its normative principles. When these foundations are taken into account, figurative language devices cease to function for students merely as terminological units or literary embellishments and instead emerge as essential components of effective and culturally appropriate speech construction. It is precisely this approach that ensures the scientific validity and pedagogical effectiveness of methodological work carried out on figurative language.

Linguistic substantiation demonstrates that the assimilation of figurative language devices must be grounded in the semantic, functional, and pragmatic levels of the word. The instructional process must proceed on the basis of expediency, normativity, and situational relevance. Under such conditions, students come to recognize not only the aesthetic, but also the communicative and cultural functions of figurative devices. As a result, systematic and scientifically substantiated work contributes to the development of all principal indicators of speech culture, namely correctness, expressiveness, stylistic appropriateness, and communicative effectiveness.

Thus, the purposeful use of figurative language devices in Azerbaijani language lessons enriches students' speech, develops their thinking and creative cognition, and creates favorable conditions for the formation of a highly developed speech culture.

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